



2019-2020 PRINCIPAL PREPARATION GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

ESEA, as amended by P.L. 114-95, ESSA Title II, Part A

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Application stamp-in date and time

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Grant period from **January 1, 2019 - June 30, 2020**

☒ Pre-award costs are not permitted.

Required Attachments

Attachment 1: *Leverage Leadership Readiness Assessment*

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization **Brownfield ISD** CDN **223901** Vendor ID **1756000281** ESC **17** DUNS **097052104**
Address **601 Tahoka Road** City **Brownfield** ZIP **79331** Phone **8066372591**
Primary Contact **Melissa Oliva** Email **melissa.oliva@brownfieldisd.net** Phone **8066372591**
Secondary Contact **Teresa Montemayor** Email **teresa.montemayor@brownfieldisd.net** Phone **8066372591**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Chris Smith** Title **Superintendent**

Email **chrissmith@brownfieldisd.net** Phone **8066372591**

Signature  Date **November 9, 2018**

Grant Writer Name **Melissa Oliva** Signature  Date **11/09/2018**

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

RFA # **701-18-105** SAS # **276-19**

2019-2020 Principal Preparation Grant Program, Cycle 2

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Shared Services Arrangements

X SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Brownfield ISD needs to reduce the district's 30% teacher turnover rate. This percentage is 13.6% more than the State's average of 16.4%.	To reduce the high teacher turnover rate, Brownfield ISD will utilize grant funds to create an internal leadership pipeline for existing staff. By creating this pipeline, teachers or instructional coaches will have the opportunity to be able to move up the ranks within the district; thus, providing the teachers an incentive to stay.
The overall years of experience that principals at Brownfield ISD has is 13.3 years less than the State's average of 19.5. (Source for all stats: 2016-17 TAPR)	Brownfield ISD will collaborate with Texas Tech University to provide a Principal Preparation Program to existing teachers or instructional coaches. To ensure the program is high-quality, the chosen EPP has a proven track record and will provide authentic campus-based leadership experiences.
BISD has an underrepresentation of leadership that mirrors student demographics. Hispanic 77.93%, White 17.29%, African American 2.90%. Leadership demographics: Hispanic 22%, White 66%, AA 11%.	BISD will partner with TTU to identify a pool of qualified applicants that mirror student demographics. Candidates will present evidence of improving student achievement with STAAR or EOC data; problem solving skills, TTESS proficiency, and a student centered growth mindset.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

SPECIFIC: BISD will increase campus leaders that mirror student population demographics by providing principal residencies. MEASURABLE: BISD will measure the goal's progress by evaluating effectiveness quarterly. Candidates will fulfill graduation requirements for a Master's Degree in Education; 2. Master performance of the Texas Principal Evaluation and Support System (TPESS); and 3. Successfully pass the State Board of Educators Principal Certification. ACHIEVABLE: The goal is achievable by reducing the difference in demographics between student and principal populations by working with TTU to establish a leadership framework. RELEVANT: BISD will collaborate with TTU to provide four principal candidates with job embedded best practice support for teachers or instructional coaches.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

BISD will target four (4) teachers or instructional coaches that have demonstrated success in the classroom. These teachers currently do not have a Master's Degree. Therefore, with the assistance of grant funds, the participants of the program will be able to receive certification and complete their Master's Degree courses. To ensure the teachers are on track to completing the required credentials, and the district is meeting the process and implementation goals defined for the grant, BISD has created three (3) separate benchmarks to track progress, consisting of the following six activities: Determining the demographic information of teachers; Ensuring there are at least four (4) teachers or instructional coaches applying for the principal residency; Tracking the courses taken, conferences attended, and the number of partnering organizations; Selecting at least four (4) teachers that mirror the student demographic; Selecting at least four (4) current teachers or instructional coaches to serve as mentors; and conducting performance evaluation data.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

The second benchmark has multiple activities. These activities are described below:

- Provide a principal residency program that is at least one-year in length
- Have at least 3 of the teachers or instructional coaches complete the program within a timely manner;
- Have the teachers average a minimum test score of 240 on their principal certification test; and
- Have the partnering EPP provide the district with a description of the authentic leadership opportunities that are being provided to the participating staff.

Third-Quarter Benchmark

The third benchmark will be utilized to measure the progress of the program. The benchmark will be split into five (5) activities, which include:

- Ensuring at least 3 of the teachers finish the Principal Preparation Program with their Master's Degree;
- Ensuring at least 3 of the teachers finish the Principal Preparation Program with their Principal Certification;
- Ensuring the participating teachers, mentor principals/school leaders, and an EPP representative will be present at TEA Principal Preparation Summer Institute.
- Maintaining post-residency placement information for all teachers; and
- Ensuring at least 3 of the teachers are satisfied with how the partnering IHE and mentor principals/school leaders assisted them during the program.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Describe how you will use project evaluation data to determine when and how to modify your program. Throughout the term of the grant, stakeholders will meet quarterly to review project evaluation data. The stakeholders will be provided a quarterly progress report, which will be prepared by the mentor principals. The reports will help them to determine the status of the following: If benchmark one, two, and three of the grant are showing progress; If the summative SMART goals are showing progress; What the strengths and weaknesses of the program are; and Which level of grant compliance the district is in. Based on this data, the stakeholders will be able to determine when and how to modify the program, if deemed necessary.

If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

As seen above, the evaluation processes should be able to determine if the benchmarks or summative SMART goals are not showing progress. If the district is not meeting goals based on this evaluation data, Brownfield ISD will take into consideration the recommendations of stakeholders and EPP providers to determine the best way to modify the program. This method will ensure sustainability, as well as, long-term support towards the program.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.
- ☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- ☒ The applicant provides assurance that it will attend and/or present at any symposiums, meetings or webinars at the request of the Texas Education Agency.
- ☒ The applicant assures that the principal preparation residency is full-time and at least 1-year in length.
- ☒ The applicant assures that residents do not have significant classroom responsibilities.
- ☒ The applicant assures that residents do not hold a principal certification in the state of Texas.
- ☒ The applicant assures that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.
- ☒ The applicant assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute in June 2019.
- ☒ The applicant assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.
- ☒ The applicant assures that Attachment 2: *Principal Preparation Grant Fidelity of Implementation Rubric for LEAs* and Attachment 3: *Principal Preparation Grant Fidelity of Implementation Rubric for EPPs* will be utilized to design and implement residency.
- ☒ The applicant assures they will select their EPP per LEA compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to brenda.garcia@tea.texas.gov for approval.
- ☒ The applicant assures understanding that full grant award will not be released until TEA staff have concluded the negotiation process and verified the MOU contains all the required elements listed on page 8 of 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

Statutory/Program Requirements

1. Provide a description of the targeted recruitment and selection process which utilizes demonstrated criteria, including evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. Also, provide the plan for considering the degree to which the diversity of the residents mirrors that of the student population in the recruitment and selection strategy.

Brownfield ISD will develop a systematic and informed targeted recruitment and selection process to ensure that the most qualified and deserving staff members are selected to participate in principal residencies. The recruitment and selection process will be based on the following criteria:

- Student achievement (STAAR) and progress data (District Unit Assessments)
- Effective response to observation and feedback
- Evidence of strategic problem solving skills
- Texas Teacher Evaluation and Support System (TTESS) appraisal data
- The applicant's mindset on the importance of increasing the number of certified principals; and
- How the applicant mirrors the student population.

Brownfield ISD will work collaboratively with an Educator Preparation Program (EPP) to affirm equitable access to all teachers or instructional coaches that wish to participate in the program, while still emphasizing a need to recruit diverse participants that mirror the student population. This recruitment process will ensure high-quality individuals are selected, as well as, ensure quality in the future principal pool.

Texas Tech University will help the district look for the best qualified principal candidates for the TTU Residency Program. Following the selection of candidates at the district level, potential candidates are required to complete an application including open-ended questions on educational leadership that demonstrate problem-solving ability and leadership decision-making.

Statutory/Program Requirements

2. Provide a description of the year-long, full-time residency, including sustained and rigorous clinical learning in an authentic school setting; substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

The Educational Leadership Principal Fellows Residency Program at Texas Tech University is framed by principal preparation program best practices across the country that focus on the preparation of future instructional leaders to meet the needs of students and improve teacher effectiveness to advance student outcomes. The Principal Fellows Residency Program seek to implement a highly selective and competency-based residency model that provides teachers evidence-based professional enhancement activities which lead to a master's degree in Educational Leadership, and builds competencies in T-TESS implementation. The Texas Tech Principal Fellows Residency Program uses the full-time clinical experience to provide aspiring leaders the opportunity to develop instructional leadership skills to transform schools and demonstrate competency. The TTU Faculty Coaches lead high quality clinical supervision experiences with individual coaching sessions examining the Principal Fellows growth and performance through formative/summative assessment during the 15-month program, use Mentor Principal and multiple sources of feedback about the overall leadership in PLCs, work with struggling teachers, student advocacy work, and overall aspiring school leader performance. Competencies and skills are progress monitored using performance assessments, quarterly instructional coaching feedback cycles, and supporting the progress monitoring of instructional goals. The Principal Fellows Residency Program uses a just-in-time curriculum to embed coursework at the individual campus level. This approach provides the opportunity for Principal Fellows to apply equity audit data literacy skills, information and current problems of practice from root cause analysis, progress monitoring of instructional goals, and lead learning in PLCs in real time in authentic school settings.

Statutory/Program Requirements

3. Provide a description of school actions implemented in the 2016-2017 or 2017-2018 school years; or planned for the 2019-2020 school year and beyond. Refer to page 7 of the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines for a list of school actions. Check "Not Applicable" if LEA has not implemented any school actions in the 2016-2017 or 2017-2018 school years or has no plans to implement school actions in the 2019-2020 school year and beyond.

☐ Not Applicable

The school actions that have been put into place include the following:

- 2016-2017 6 of the 9 principals were newly hired principles
- Superintendent hired April 2018
- Assistant Superintendent hired July 2018

Statutory/Program Requirements (Cont.)

4. Provide a description of Data-Driven Instruction systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Data-Driven Instruction* provided in Attachment 1.

BISD currently utilizes PLCs at each campus weekly to provide planning and professional development based on strategic instructional practices to utilize and increase instructional rigor. The district is utilizing interim state assessments across grades and subjects and district unit assessments aligned to the state standards. This allows the ability to prioritize data driven instruction which includes modeling, planning and reteaching. Data disaggregation is conducted after each unit assessment district wide and have been displayed in PLC rooms to provide visible results.

5. Provide a description of Observation and Feedback systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Observation and Feedback* provided in Attachment 1.

Each campus principal has engaged in training utilizing the Get Better Faster model and have formed a tiered list of all teachers on each campus. Each teacher has been tiered as either Tier 2, or Tier 3. The intention of the tiered list is to focus specifically on instructional strategies by observations by providing teachers with intentional weekly instructional strategies and real-time feedback to Tier 2 teachers that takes place during class, supports the class flow, and gives teachers immediate feedback. This allows principals the ability to provide Tier 3 teachers additional professional development in areas of need. The goal is to increase the instructional practices of Tier 2 teachers to utilize them as future mentors to first year teachers.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

☐ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

Request for Grant FundsNumber of principal residents participating in the 2019-2020 Principal Preparation Grant Program Matched amount (number of principal residents participating in program x \$15,000)

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Payroll	<input type="text" value="165,231"/>
Substitute costs for residents	<input type="text" value="2,000"/>
Stipends for Principal Mentors	<input type="text" value="10,000"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Tuition/Curriculum for Residents	<input type="text" value="72,000"/>
Certification exam costs for residents	<input type="text" value="2,000"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

Curriculum Materials	<input type="text" value="6,000"/>
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OTHER OPERATING COSTS (6400)

Travel For residents for EPP coaching	<input type="text" value="6,500"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

Attachment 1: Leverage Leadership Readiness Assessment

Leading Data Driven Culture: <i>How would you describe your team's...</i>		
a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)?	3	
b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?	2	
c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs?	2	
d. Use of a system for creating, implementing, and monitoring aligned lesson/curriculum materials (including "do nows", in-class independent work, and homework) that meet or exceed the rigor of the standards and end-goal assessments?	2	
e. Ability to recruit and develop a highly active instructional leadership team that drives analysis meetings after each interim assessment and maintains focus on the process throughout the year?	2	
f. Ability to conduct deep analyses of school-wide and individual teacher data so that school wide patterns (i.e. high and low outliers) can be identified and be used to create effective action plans?	3	
g. Ability to lead interim assessment analysis cycles so that teachers are guided to see exemplar student answers, analyze trends, create high leverage action plans, and monitor action plans to guarantee effective re-teaching (e.g. using monitoring tools, student work analysis, and classroom observations)?	3	
h. Ability to hold leaders and teachers accountable to prepare and engage in weekly data meetings that ensure that teachers analyze and use student work to identify exemplars, identify the gaps between exemplars and non-exemplars, and create action plans based on gaps in student learning?	3	
i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?	3	
j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?	2	

Attachment 1: Leverage Leadership Readiness Assessment

Leading Observation Feedback <i>How would you describe your team's...*</i>		<div> <div>6 - Leading</div> <div>1 - Arranging</div> <div>2 - Foundational</div> <div>3 - Proficient</div> <div>4 - Exemplary</div> </div>
a. Content knowledge expertise in one or more of the core subject areas (Math, Language Arts, etc.), including: knowledge of best teaching practices; knowledge of current standards; and ability to model lessons for new or struggling teachers?	2	
b. Ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized?	3	
c. Use of a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching?	3	
d. Use of a common system for tracking feedback for teachers that allows leaders to track: the number of observations they have conducted, the action steps issued, and the trends across teachers that can be used to inform professional development?	2	
e. Use of a common system for delivering feedback that provides teachers with a measurable, observable, and bite sized action steps, including an exemplar of these action steps in practice?	2	
f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?	3	
g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?	3	
h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?	2	
i. Use of genuine moments of affirmation that are: organically embedded into feedback meetings, linked to previous action steps, and designed so that teachers can reflect on the impact of their own improvements?	2	
j. Ability to provide real-time feedback that: takes place during class, supports the flow of class, uses nonverbal signals, and gives teachers a sense of "what to do"?	3	